

2018-2019

EPP Bachelor Performance Report

Mid-Atlantic Christian University



Public Schools of North Carolina

State Board of Education
Department of Public Instruction

Overview of the Institution

Mid-Atlantic Christian University (MACU) is a private, coeducational, faith-based institution. Its history is with the Stone-Campbell churches. Its 20-acre riverfront campus is equipped with ten major buildings. It is only a few blocks from downtown, with a state community college, a state university, a public library, and the regional hospital located within a mile and a half of campus. Established in 1948 MACU's mission is to impact the world by transforming ordinary people into extraordinary Christian leaders.

The majority of students are residents of North Carolina (60.9%) and Virginia (24.6%), with 15 other states represented, and many foreign countries. Admission is contingent on meeting criteria (high school rank, and GPA,). MACU is accredited by the Commission on Colleges of the Southern Association of Colleges and Schools, to award certificates, associate, and baccalaureate degrees.

At MACU, students can earn a bachelor's degree in biblical studies, youth and family studies, Christian arts and science, counseling, business administration, elementary education, and secondary science education.

The four-year degree programs, the B.A. and the B.S., require at a minimum 120 semester hours of credit. The principal difference between the B.A. and the B.S. degrees is that the B.A. requires the study of a foreign language. A recent change for education majors (and all non-ministry majors) is that students are no longer required to pursue a major in Bible and Theology in addition to their chosen major. They are now required to complete a minor in Biblical Studies.

Since 2012, Mid-Atlantic Christian University has had a shared vision to offer a major in elementary education which would result in students being able to obtain a North Carolina teaching license. Because teaching is a service occupation it is a perfect fit to be offered at a service-oriented university. In preparing our program, rigorous study and “real-world” experiences have been created to ensure that our students are proficient in the North Carolina Professional Teaching Standards of leadership, diversity, content knowledge, facilitation, and reflection as part of the overall mission of the university to impact the world through the development of extraordinary Christian leaders.

Since our elementary education program was approved by the North Carolina State Board of Education in February 2012, we have had 13 graduates. Of those 13 graduates 8 are currently teaching in the state of NC. One is teaching in Delaware, one in Vietnam, and one in New York. One is not currently teaching and one is a recent graduate who is making application to teach in NC.

At present we have twenty students who have declared Elementary Education their major, and one student in our new secondary science education program. We have 9 teacher candidates scheduled to complete the elementary education program and graduate in May 2020. This represents growth and will be our largest graduating cohort yet.

Special Characteristics

Because the education programs are part of the Mid-Atlantic Christian University's Department of Marketplace Ministries, this mission statement also has played a significant role in the design of the majors in.

The mission of the Department of Marketplace Ministry is to provide students with an educational experience that integrates faith, biblical knowledge, and skills training necessary to become leaders and innovators in both faith-based institutions and secular organizations. The goal is to provide education and experiences that will help students develop a heart's desire to serve individuals, families, and communities where they work in a way that will impact the world for Christ.

Looking at both the university and the department missions the desire to train teachers for extraordinary leader service is evident. Therefore, teacher candidates completing education programs at MACU graduate with, not only the knowledge and skills necessary to lead the educational world of the 21st century, but also with a "heart's desire to serve the students, families, and communities" where they teach.

Students who complete the Elementary Education Major and licensure program at MACU are eligible for K-6 licensure through the state of North Carolina. Those who complete the secondary science education program will be eligible to apply for a license to teach comprehensive science at the secondary level. Graduation requirements at MACU also require education majors to complete a minor in Biblical Studies.

As prescribed by the state and national teachers' licensing and accrediting agencies, including the North Carolina Department of Public Instruction and the National Council of Accreditation of Teacher Education (now CAEP) evidences of teacher candidates' knowledge, skills, and dispositions are collected for review. These assessment-of-mastery evidences are embedded in the coursework designed to measure candidates' knowledge, skills and dispositions. Such assessments/evidences are collected in electronic, student portfolios, which include rubric-scored artifacts and any other information that will demonstrate that the students are highly qualified teacher candidates. With recent changes to NC requirements, our students have moved from completion of the Teacher Work Sample, a university-scored performance assessment, to the Praxis Performance Assessment for Teachers (PPAT). The state required score will be our university requirement. Our only graduate this year scored 53 out of 60 on the PPAT. Last year's two graduates each scored 43 on the PPAT. I attribute their success to our early adoption of the PPAT and to the practice use of the PPAT tasks during our Practicum 2 clinical experience in the candidates' junior spring semester.

Program Areas and Levels Offered

Mid-Atlantic Christian University offers two program areas for teacher licensure. The programs are Elementary Education, K-6, and Secondary Science Education. They are at the A Level.

Pathways Offered (Place an 'X' under each of the options listed below that your EPP Provides)

Traditional	Lateral Entry	Residency

Brief description of unit/institutional efforts to promote SBE priorities.

For the 2018-19 report, briefly describe your current efforts or future plans to respond to the recent legislative provisions below.

Share the extent to which your EPP prepares educators, including general education teachers and special education teachers, to effectively teach students with disabilities.

In ED 433 Special Needs Students, our candidates are provided training on how to be effective participants in individualized education program teams, as defined in section 614(d)(1)(B) of the Individuals with Disabilities Education Act. In ED 433, students are required to attend an IEP meeting as part of the course. Students learn about who is required to attend IEP meetings, how decisions are made, and the legal nature of the agreement. Our students research several contemporary special education legal cases in the news and all students write and present at least three briefs describing the facts, the decision, the reasoning, and a personal reflection. Teaching LEP students is a topic included in this course in multiple areas, including a focused section aligning with the text's theme of multicultural, bilingual and diverse schools, and integrated into themes relating to universal design and parent engagement. Students learn about RTI and MTSS. In ED 432 (Principles of Differentiating Instruction), in ED 433 (Special Needs Students), and in other courses, candidates learn how to collect documentation for students in need and how to use this documentation to drive instruction and modifications to instruction.

Education majors are also required to design lesson plans that include differentiation for a variety of learners in all of their education courses. This is particularly helpful as they move toward the PPAT, as they have already had many experiences in differentiating lesson plans.

Share the extent to which your EPP prepares educators, including general education teachers and special education teachers, to effectively teach students of limited English proficiency.

Teaching LEP students is a topic included in ED 244 Educational Psychology, and ED 433 in multiple areas, including a focused section aligning with the text's theme of multicultural, bilingual and diverse schools, and integrated into themes relating to universal design and parent engagement. Students are also encouraged to include LEPs in their differentiation during all lesson designing. Strategies are taught in ED 222 Foundations of Education, ED 128 Teaching the Arts in the Classroom, and all methods courses.

The activities offered by the program that are designed to prepare educators to integrate technology effectively into curricula and instruction, including activities consistent with the principals of university design for learning.

Throughout the elementary education program, students are introduced to the uses of technology in the classroom. They are provided opportunities to use interactive white boards, educational

computer programs, Google Drive, document cameras, interactive smart phone apps, video software, etc. as a part of each of the education courses. During the spring semester of the junior year, candidates are required to complete a "practice PPAT" because they learn so much from this assessment, and because it prepares them to do the actual PPAT the following year. During this practice, students do every component of the PPAT. This includes the use of technology in their lesson planning. In methods courses for content areas, students design lesson/unit plans that include assessment plans. They are not actually implementing an assessment plan until they are in our "Partnership" semester prior to student teaching. During this semester, they are required to design and implement an assessment plan while taking ED 432 Principles of Differentiating Instruction. It is during "Partnership" that candidates complete the actual PPAT, which requires the use of technology in the classroom. In ED 432 (Principles of Differentiating Instruction), students design and implement an assessment plan that requires them to use technology to collect pre- and post-assessment data, to manage the data over time, and to analyze the data to identify the impact their instruction has had on student learning.

While these measures have been effective, our department has decided to bring back a required course, ED 228 Instructional Technology in the Classroom, as of fall 2019. We believe that a course that is explicitly used to instruct students in how to integrate technology effectively into curriculum and instruction will better prepare our candidates.

The activities offered by the program that are designed to prepare educators to use technology effectively to collect, manage, and analyze data to improve teaching and learning for the purpose of increasing student academic achievement.

Teacher candidates are currently being coached in the use of technology to collect, manage, and analyze data for the purpose of improving teaching and learning during their practice of the PPAT tasks in the spring of their junior year. We are also in the process of adjusting the mathematics course for teachers to include more content and practice in using technology to collect, manage and analyze data. We are planning to use of scenarios to teach students these skills.

Candidates (preparing to teach in elementary schools) are prepared to integrate arts education across the curriculum.

MACU teacher candidates are required to take an “Arts in the Classroom” course. This course explores how to use visual arts, music, drama, and dance/movement to teach language arts/reading, math, social studies, and science. The integration of the arts as instructional strategies adds richness to learning. These arts often add the “aha” moments in children’s learning experiences. Candidates are required to create a portfolio of lessons using each of the arts to teach content at grades K-6. These are taught while being monitored by the professor of the course, and feedback by the professor, and eventually fellow students, helps students to think like teachers. Collaboration with arts educators or leaders in neighboring counties adds a level of expertise in specific domains of the arts and provides a wealth of resources and ideas.

Explain how your program(s) and unit conduct self-study.

Elementary Education is still a small program, which makes self-study a very practical and regular practice. Reflection is important for teachers and administrators, therefore, our instructors reflect on the components of each course that are working well, and make plans to improve those components that appear to be less successful. Our Director of Teacher Education monitors state recommendations and policies and makes changes to our program that keep us in total compliance. The faculty review student success on standardized testing and in practical experiences and make modifications that will impact the students positively. An example of this data-driven management is that we implemented a one-semester-hour seminar for preparation for Praxis I in the 2014-2015 academic year. We saw improvement in the number of students who were able to go on and pass the Praxis I tests, but we also saw the need for more improvement. That led us to implement a Learning Center requirement of 2 hours per week that had to be documented. This change brought about an even higher percentage of students passing the Praxis exams by the end of the course. Another example is that we saw students struggling with the math component of the Praxis I and with the practice questions on the math subtest of the

licensure exam. This led us to collaborate with a retired middle school math teacher who has designed a course that is now required for education majors. This course combines skills and knowledge (content) from both the Praxis I math exam and the mathematics subtest of the NC licensure exam. With the addition of another mathematics subtest option through ETS (Praxis CKT #7803), our instructor is working on revising the math course to provide more practice with how to teach the content and how to diagnose student errors, than was previously included in the course. We are waiting for preparation materials that have been promised by ETS and will use the “mini cases” once they have been shared. We will continue to make changes using the data from student performance on standardized tests.

Provide a description of field experiences to occur every semester including a full semester in a low performing school prior to student teaching.

There are four field experiences in the elementary education program at Mid-Atlantic Christian University. They are Practicum I, Practicum II, Partnership, and Student Teaching. The Office of Teacher Education tracks placements of the teacher candidates to ensure that they are placed in a low-performing school in either Practicum II or Partnership, which are both completed prior to student teaching.

The first field experience occurs during the freshman or sophomore year. This is Practicum I and it requires students to be placed in a local public school where they will document a minimum of 30 hours of observation. We are located in the Elizabeth City-Pasquotank Public Schools district and we have a good working relationship with the leadership at the district level and at several of the elementary schools. During this field experience, students are required to reflect on contextual factors and share their thoughts about why they think the decisions being made in the classroom are being made. These reflections are submitted to university supervisor every two weeks during the placement.

Practicum II is the second field experience in our program. It is completed during the spring of the junior year, as students are required to be officially accepted into the Teacher Education

program in order to complete this field experience. During Practicum II, teacher candidates are required to complete a minimum of 90 hours over the course of the semester. Teacher candidates are able to do as much instruction during this placement as the mentor teacher is comfortable having them do. Mentor teachers are asked to provide a dispositions assessment and they are asked to conduct an informal evaluation of the teacher candidate teaching a lesson to either a small group or the whole class. The university supervisor evaluates a lesson planned and taught by the teacher candidate at the end of the semester. With the implementation of the PPAT, teacher candidates are now required to do a practice PPAT during the Practicum II semester to help them understand the process and to prepare them for the actual PPAT which our candidates take during their fall semester.

Partnership is the third field experience completed by teacher candidates at MACU. This placement takes place in the fall of the senior year. During this placement, teacher candidates are scheduled to work with the mentor teacher in the public school classroom four half-days each week during the semester. Two of their days are mornings and the other two are afternoons. Teacher candidates complete the remainder of the education courses during the hours when they are not scheduled to be at the elementary school. It is during this field experience that teacher candidates are required to complete the PPAT.

The final field experience in our elementary education program is student teaching. Teacher candidates are placed locally, or, if they are approved, they may be placed in their home state or city. Teacher candidates, who are placed locally, are formally evaluated three times by their cooperating teacher and three times by their university supervisor. Teacher candidates who are approved to complete student teaching in a location that is too far for the university supervisor to visit, are evaluated by an approved administrator in the school or district where they are student teaching. Candidates are also required to collaborate with the school administration and faculty, parents, and community to complete a leadership project while student teaching. The university supervisor attends and evaluates the event that results from the leadership project.

In order to meet the requirement of a full semester in a low-performing school, the Office of Teacher Education will collaborate with the placement officer of the local school district

(ECPPS) to ensure a placement in a low-performing school or classroom for a semester prior to student teaching.

Teacher candidates in the secondary science education program complete ED 240 Practicum in the Secondary Classroom, which is an observational experience, and then they are required to do the Partnership and Student Teaching assignments like the elementary education teacher candidates.

How will student teaching be scheduled to allow for experiences to occur at both the beginning and end of the school year?

Teacher candidates at MACU are in a field placement (partnership) in the fall of their senior year, which allows them to experience the beginning of the school year. They do their student teaching in the spring semester of their senior year, which permits them to experience the end of the school year. While the placements are not usually at the same school, they do provide a clear picture of both the beginning and the end of the school year.

I. SCHOOL/COLLEGE/DEPARTMENT OF EDUCATION (SCDE) INITIATIVES

A. Direct and Ongoing Involvement with/and Service to the Public Schools

LEAs/Schools with whom the Institution Has Formal Collaborative Plans	In addition to ongoing collaboration with Elizabeth City Pasquotank Public Schools to provide skilled candidates for a variety of needs, MACU is collaborating with faculty at Elizabeth City State University, and the Elizabeth City Pasquotank Public Schools to provide professional development for teachers in STEM.
Start and End Dates	Ongoing/renewed 2018
Priorities Identified in Collaboration with LEAs/Schools	Provide Professional Development as needed, Collaborate to provide skilled tutors when needed, Provide testing proctors when available, Collaborate to provide outstanding candidates for placements,
Number of Participants	24 Professional Development Participants for Fall 2018 (Math workshop)

Activities and/or Programs Implemented to Address the Priorities	George Cox, Director of Albemarle Instruction, Inquiry, and Integration Math and Science (AI3MS) Partnership, will provided a two-week professional development workshop for teachers. The Director of Teacher Education at MACU participated by providing mathematics methods instruction.
Summary of the Outcome of the Activities and/or Programs	Elementary mathematics teachers from 8 school districts in northeastern NC were gathered at Elizabeth City State University to participate in professional development in the areas of elementary or middle grades math or science. The Director of teacher Education at MACU, Dr. Cheryl Luton, provided two hours of elementary mathematics activities for 24 participants over the one-week training. Activities were related to the objectives of the training. Feedback from participants has been positive.
LEAs/Schools with whom the Institution Has Formal Collaborative Plans	Elizabeth City Pasquotank Public Schools
Start and End Dates	Ongoing collaboration since 2013
Priorities Identified in Collaboration with LEAs/Schools	We are facilitating ongoing collaboration with ECPPS personnel to provide quality teacher candidates who may be eligible to fill teacher needs in the district.
Number of Participants	10
Activities and/or Programs Implemented to Address the Priorities	Teacher Education Advisory Council Meetings (2 per year) and open communication with representatives from ECPPS throughout the year.
Summary of the Outcome of the Activities and/or Programs	ECPPS representatives are now serving on the MACU Teacher Education Advisory Council. We exchange ideas about how to improve teacher candidate quality and how to support public schools by sending highly qualified graduates. ECPPS administrators have partnered through our Teacher Education Advisory Council and offer "mock interviews" for teacher candidates nearing completion of their program. As a result of last year's efforts to provide quality teacher candidates to ECPPS, one graduate is not available for hire in the district. It is expected that several more will be available next year.
LEAs/Schools with whom the Institution Has Formal Collaborative Plans	Elizabeth City Pasquotank Public Schools (ECPPS), Camden County Schools
Start and End Dates	Started February 2017 and has been a yearly event

Priorities Identified in Collaboration with LEAs/Schools	Career counseling/education
Number of Participants	90 middle school students for Job Shadow event
Activities and/or Programs Implemented to Address the Priorities	Middle school students were presented with activities involving career choices at MACU as a part of a full day of job shadow events brought about by the Education Committee of the Chamber of Commerce, of which our Director of Teacher Education is a member.
Summary of the Outcome of the Activities and/or Programs	90 middle school students participated and enjoyed their visit. They had questions and their evaluations were favorable.

II. CHARACTERISTICS OF STUDENTS

A. Number of Students Who Applied to the Educator Prep Program

Gender	Number
Male	1
Female	4
Race/Ethnicity	Number
Hispanic / Latino	
Asian	
African-American	
American Indian / Alaskan Native	
Native Hawaiian / Pacific Islander	
White	5
Multi-Racial	
Student does not wish to provide	

B. Headcount of students formally admitted to and enrolled in programs leading to licensure.

Full-Time				
	Male		Female	
Undergraduate	Asian	1	Asian	
	Black, Not Hispanic Origin		Black, Not Hispanic Origin	
	Hispanic/Latino		Hispanic/Latino	

	Am Indian/Alaskan Native		Am Indian/Alaskan Native	
	Native Hawaiian/Pacific Islander		Native Hawaiian/Pacific Islander	
	White	2	White	5
	Multi-Racial		Multi-Racial	1
	Not Provided		Not Provided	
	Total	3	Total	6
Licensure-Only	Asian		Asian	
	Black, Not Hispanic Origin		Black, Not Hispanic Origin	
	Hispanic/Latino		Hispanic/Latino	
	Am Indian/Alaskan Native		Am Indian/Alaskan Native	
	Native Hawaiian/Pacific Islander		Native Hawaiian/Pacific Islander	
	White		White	
	Multi-Racial		Multi-Racial	
	Not Provided		Not Provided	
	Total	-	Total	-

Part-Time				
	Male		Female	
Undergraduate	w		Asian	
	Black, Not Hispanic Origin		Black, Not Hispanic Origin	
	Hispanic/Latino		Hispanic/Latino	
	Am Indian/Alaskan Native		Am Indian/Alaskan Native	
	Native Hawaiian/Pacific Islander		Native Hawaiian/Pacific Islander	
	White		White	
	Multi-Racial		Multi-Racial	
	Not Provided		Not Provided	
	Total	-	Total	-
Licensure-Only	Asian		Asian	
	Black, Not Hispanic Origin		Black, Not Hispanic Origin	
	Hispanic/Latino		Hispanic/Latino	
	Am Indian/Alaskan Native		Am Indian/Alaskan Native	
	Native Hawaiian/Pacific Islander		Native Hawaiian/Pacific Islander	
	White		White	
	Multi-Racial		Multi-Racial	
	Not Provided		Not Provided	
	Total	-	Total	-
Residency	Asian		Asian	
	Black, Not Hispanic Origin		Black, Not Hispanic Origin	
	Hispanic/Latino		Hispanic/Latino	
	Am Indian/Alaskan Native		Am Indian/Alaskan Native	

	Native Hawaiian/Pacific Islander		Native Hawaiian/Pacific Islander	
	White		White	
	Multi-Racial		Multi-Racial	
	Not Provided		Not Provided	
	Total	-	Total	-

C. Program Completers and Licensed Completers (reported by IHE).

Program Area	Baccalaureate Degree		Undergraduate Licensure Only		Residency	
	PC	LC	PC	LC	PC	LC
PC Completed program but has not applied for or is not eligible to apply for a license						
LC Completed program and applied for license						
Prekindergarten						
Elementary		1				
MG						
Secondary						
Special Subjects						
EC						
VocEd						
Special Services						
Total	0	1	0	0	0	0

D. Undergraduate program completers in NC Schools within one year of program completion.

2017-2018		Student Teachers	Percent Licensed	Percent Employed
Bachelor	MACU	2	*	*
Bachelor	State	3,186	85	67

E. Top10 LEAs employing teachers affiliated with this college/university. Population from which this data is drawn represents teachers employed in NC in 2018-2019.

LEA	Number of Teachers
N/A	

F. Quality of students admitted to programs during report year.

Measure	Baccalaureate
MEAN SAT Total	*
MEAN SAT-Math	*
MEAN SAT-Verbal	*
MEAN ACT Composite	*
MEAN ACT-Math	N/A
MEAN ACT-English	N/A

MEAN CORE-Combined	*
MEAN CORE-Reading	*
MEAN CORE-Writing	*
MEAN CORE-Math	N/A
MEAN GPA	3.47
Comment or Explanation:	
* Less than five scores reported	

G. Scores of student teachers on professional and content area examinations.

Specialty Area/Professional Knowledge	2015-2016 Graduate Cohort Licensure Pass Rate after Three Years							
	Total Completers	2015-16 Completers Employed 2016-17	16-17 Takers	16-17 Percent Passing	17-18 Takers	17-18 Percent Passing	18-19 Takers	18-19 Percent Passing
Elementary (grades K-6)	2	2	2	*	2	*	2	*
Institution Summary	2	2	2	*	2	*	2	*
* To protect confidentiality of student records, mean scores based on fewer than five test takers were not printed. **Calculation is made off graduates from the 15-16 school year that became employed in a North Carolina public or charter school for the 16-17 school year.								

H. Time from admission into professional teacher education program until program completion

Full Time						
	3 or fewer semesters	4 semesters	5 semesters	6 semesters	7 semesters	8 semesters
Baccalaureate degree		1				
U Licensure Only						
Part Time						
	3 or fewer semesters	4 semesters	5 semesters	6 semesters	7 semesters	8 semesters
Baccalaureate degree						
U Licensure Only						
Comment or Explanation: We only had one graduate this academic year. She was full-time.						
Residency						
	1 semester	2 semesters	3 semesters	4 semesters	5 semesters	6 semesters
Residency						
Comment or Explanation: We do not offer Residency options due to the size of our faculty.						

I. Teacher Education Faculty

Appointed full-time in professional education	Appointed part-time in professional education, full-time in institution	Appointed part-time in professional education, not otherwise employed by institution
1	0	5

J. Field Supervisors to Students Ratio (include both internships and residencies)

1:1

K. Teacher Effectiveness

Institution: Mid-Atlantic Christian University							
Teacher Effectiveness							
<p>This section includes a summary of data collected through the North Carolina Educator Evaluation System (NCEES) and Education Value-Added Assessment System (EVAAS) for beginning teachers prepared by this institution. North Carolina defines a beginning teacher as one who is in the first three years of teaching and holds a Standard Professional 1 license. The evaluation standards identify the knowledge, skills, and dispositions expected of teachers. School administrators rate the level at which teachers meet standards 1-5 as they move from ratings of “developing” to “distinguished.” Effective 2010–2011, at the end of their third year beginning teachers must be rated “proficient” on standards 1-5 on the most recent Teacher Summary Rating Form in order to be eligible for the Standard Professional 2 License. New teachers are more likely to be rated lower on the evaluation standards as they are still learning and developing new skills and knowledge. Student Growth is determined by a value-added measure as calculated by the statewide growth model for educator effectiveness. Possible student growth ratings include “does not meet expected growth”, “meets expected growth”, and “exceeds expected growth.” Additional information about the NCEES and EVAAS is available at https://dpi.nc.gov/districts-schools/districts-schools-support/district-human-capital/educator-effectiveness-model.</p> <p>*Sample Size represents the number of teachers that obtained educator effectiveness data during the 2018-19 school year.</p> <p>*Blank cells represent no data available</p> <p>*Institutions with fewer than five beginning teachers evaluated during the 2018-2019 school year are reported as N/A.</p>							
Standard One: Teachers Demonstrate Leadership							
	Not Demonstrated	Developing	Proficient	Accomplished	Distinguished	Sample Size	Missing
Inst. Level:	N/A	N/A	N/A	N/A	N/A	N/A	N/A
State Level:	0.1%	3.6%	70.7%	24.6%	1.1%	8,496	808
Standard Two: Teachers Establish a Respectful Environment for a Diverse Population of Students							
	Not Demonstrated	Developing	Proficient	Accomplished	Distinguished	Sample Size	Missing
Inst. Level:	N/A	N/A	N/A	N/A	N/A	N/A	N/A
State Level:	0.1%	3.5%	63.1%	31.9%	1.4%	8,427	877
Standard Three: Teachers Know the Content They Teach							
	Not Demonstrated	Developing	Proficient	Accomplished	Distinguished	Sample Size	Missing

Inst. Level:		N/A	75.0%			N/A	N/A
State Level:	~0.0%	5.0%	74.5%	19.6%	0.8%	8,427	877
Standard Four: Teachers Facilitate Learning for Their Students							
	Not Demonstrated	Developing	Proficient	Accomplished	Distinguished	Sample Size	Missing
Inst. Level:	N/A	N/A	N/A	N/A	N/A	N/A	N/A
State Level:	~0.0%	5.4%	69.9%	24.0%	0.5%	8,496	808
Standard Five: Teachers Reflect on Their Practice							
	Not Demonstrated	Developing	Proficient	Accomplished	Distinguished	Sample Size	Missing
Inst. Level:	N/A	N/A	N/A	N/A	N/A	N/A	N/A
State Level:	~0.0%	4.1%	72.9%	21.9%	1.0%	8,427	877
Student Growth: Teachers Contribute to the Academic Success of Students							
	Does Not Meet Expected Growth	Meets Expected Growth	Exceeds Expected Growth	Sample Size	Missing		
Inst. Level:	N/A	N/A	N/A	N/A	N/A		
State Level:	22.0%	64.7%	13.0%	6,228	3,076		